



2005-06 State Survey/Standards Alignment Matrix

Purpose

The State Survey/Standards Alignment Matrix has been developed to aid BTSA Induction program leadership in the analysis of state survey data. The matrix aligns survey results to maximize the triangulation of data across all stakeholder groups. This tool also was developed to support completion of the Induction Program Review and the Peer Program Review/Annual Improvement Plan process.

Considerations

Though developed by Cluster Region Directors through the lens of program standards, this matrix is created as a *guide* for program leadership. Data gleaned from an analysis using this tool should be interpreted within the context of local program influences. Triangulation of state survey data along with other program evidence will provide sound and rational conclusions. Additionally, the strength of the link between a survey question and a standard may vary in degree. It is imperative that program leadership carefully consider the strength of the link when addressing issues or analysis related to any selected standard or element.

2005-2006 BTSA State Survey:
Alignment with the 2042 Induction Standards

Standard 1: Sponsorship, Administration, and Leadership	PT	SP	SA
1(a) The induction program sponsor(s) demonstrate commitment to the program through the clear and appropriate allocation of authority, initiative, and sufficient resources to support program implementation. The program assigns personnel and material resources to each sponsoring organization in proportion to its level of effort and degree of responsibility.		2d	
1(b) The program has clearly specified roles and responsibilities for each sponsor about program oversight and implementation; each sponsor designates a primary contact person for the program.			
1(c) The program establishes a representative leadership team. The program leadership team demonstrates the depth of knowledge and understanding necessary to be able to implement an induction program. The team is knowledgeable about the state-adopted academic content standards and performance levels for students, preliminary teacher preparation, induction, and ongoing professional development, and has a commitment to teacher education that spans organizational boundaries. The team actively participates in ongoing professional development, research, and related technical support activities.			
1(d) The program sponsor(s) specifies in writing the roles and responsibilities of one or more qualified program leaders, responsible for the overall direction of the program. These roles and responsibilities are appropriate to the scope of the program. The program leader(s) has appropriate authority over the details of program design and implementation.			

Standard 2: Resources	PT	SP	SA
2(a) The program allocates appropriate resources among collaborating partner(s) to ensure an appropriate distribution for supporting essential program components, as defined and described in the program design.		2a 2b 2d	9a
2(b) The program sponsor(s) assign qualified personnel designated to lead and coordinate the program.			9a
2(c) The program sponsor(s) assign support personnel to the induction program according to policy guidelines.			9a
2(d) The program leader(s) access and coordinate existing professional development resources as appropriate to support participating teachers.			9a
2(e) The program leader(s) monitor resource allocations on a regular basis and make necessary adjustments.			9a

Standard 3: Professional Development Providers		PT	SP	SA
3(a) The program defines in writing the roles and responsibilities of professional development providers, and clearly states and consistently follows procedures for making selection decisions.				
3(b) Selection criteria are consistent with the professional development providers' specified roles and responsibilities, including but not limited to the following:	(i) Knowledge of state-adopted academic content standards and performance levels for students; state-adopted curriculum frameworks, and the California Standards for the Teaching Profession;	8c	4d	
	(ii) Knowledge of teacher development and the research base that informs induction content and practices;	8c	4a	
	(iii) Knowledge of adult learning theory;	8c	4f	
	(iv) Experience in training, facilitation, and presentation;	8c		
	(v) Knowledge of group process and high quality professional development elements;	8c		
	(vi) Knowledge of cultural, ethnic, language/linguistic, cognitive, and gender diversity;	8c		
	(vii) Willingness to work with others to create a collegial learning community	8c		
	(viii) Possession of effective interpersonal communication skills; and	8c	4e	
	(ix) Demonstrated commitment to personal professional growth and learning.			
3(c) The program provides education and training for professional development providers who are training support providers or participating teachers.				
3(d) Consultants from outside the program are oriented to the program's context and communicate with program leader(s) on how to provide an educational experience for all participants.				
3(e) The program regularly evaluates the performance of professional development providers.				

Standard 4: Evaluation		PT	SP	SA
4(a) Local program goals and the induction program standards are the criteria for program evaluation. These criteria include an examination of participating teachers use of standards-based instructional strategies based on state-adopted academic content standards and performance levels for students.				
4(b) Ongoing program evaluations include information from multiple internal and external sources, such as participants, employers, partner(s), recent graduates, professional development providers, site administrators, and program staff.			15a 15b	14a 14b
4(c) The program regularly collects feedback about program quality and effectiveness from all participants, using both informal and formal measures. The program leader(s) analyze the data,			15a 15b	14a 14b

share them with program sponsor(s) and others in a systematic way, and use the data as a source for improving the induction program. At a minimum, the program leader(s) conduct an annual internal program evaluation.			
4(d) The results of program evaluation, the implications of new knowledge about teaching and learning, and the identified strengths and needs of participating teachers form the basis for adjustments and improvements in program design.		15a 15b	14a 14b
4(e) Program sponsor(s) participate in external reviews designed to examine program quality and effectiveness, including program approval and formative review processes established and administered by the state agencies that approve the program.			

Standard 5: Articulation with Professional Teacher Preparation Programs	PT	SP	SA
5(a) The program establishes specific linkages with local professional teacher preparation programs that prepare incoming participating teachers. The partner(s) share knowledge and understandings of credential requirements as well as of professional development practices for teacher preparation for both preliminary and professional credentials.	16	14d	
5(b) The program establishes specific linkages with human resource and credential personnel in sponsoring organizations in order to identify eligible teachers and inform them of their professional credential requirements.			
5(c) The program sponsor(s) establishes clear procedures for receiving documents from professional teacher preparation programs, including the results of the teaching performance assessment, if applicable. As part of these procedures, participating teachers are informed of their responsibility to accumulate evidence of reflective practice, to document all professional credential requirements, and, at the end of the program, to organize this evidence in support of their application for a professional credential.	16		

Standard 6: Advice and Assistance	PT	SP	SA
6(a) The program has a planned process to inform participating teachers about program and professional credential requirements within six weeks of entering the program.	14a 17		
6(b) The program informs all candidates of their eligibility for induction. Eligible candidates include those new to the profession who are teaching on preliminary credentials, those teaching on preliminary credentials that were prepared out of state and have less than five years experience, and those teaching on intern credentials.	14a 17		
6(c) The program has a planned process for verifying each eligible teacher's participation in the induction program, for providing feedback about each eligible teacher's level of	14a 17		

participation during the program, for providing special assistance to those who need it, and for arriving at a professional credential recommendation for each participant.			
6(d) The program provides opportunities for extending induction to those participating teachers who do not complete the program during their initial two years of teaching. These extensions are offered according to stated program criteria at a participating teacher's request.			
6(e) The program staff informs each participating teacher of his/her responsibility for accumulating evidence of professional growth in relation to: the State-adopted academic content standards and performance levels for students; the California Standards for the Teaching Profession; evidence of completion of an annual Individual Induction Plan; and documentation of completion of professional credential requirements.	12a 14a-c 15	11a	
6(f) At the point of hiring, the program informs all eligible teachers of their responsibility to enter a professional teacher induction program within 120 calendar days of the start of the initial teaching contract and provides all eligible teachers with information about program requirements and expectations.	17		

Standard 7: Coordination and Communication	PT	SP	SA
7(a) The induction program partners with at least one other educational organization from among K-12 school organizations, institutions of higher education, and district internship programs operating in the region. Other cooperating partner(s) may include local consortia, county offices of education, educational research firms, teacher organizations, subject matter projects, parent groups, community organizations, foundations, regional consortia, funded projects, and local businesses.			8
7(b) Coordination and communication with partner(s) is a significant part of the program leader's ongoing job			8
7(c) The induction program clearly defines in writing each sponsor(s)'s and cooperating partner(s)'s responsibilities for implementing the program. Sponsor(s) and their partner(s) establish working relationships, coordinate their work, allocate resources appropriately, and are responsible to each other for program outcomes.			8
7(d) Formal linkages are established across the learning-to-teach continuum. Linkages are made between preliminary teacher preparation programs and induction programs; and between induction programs and ongoing individual professional growth planning. Open communication is established and maintained among sponsor(s) and their partner(s), who regularly seek formative feedback. Coordination and communication yield clear and coherent curricula for participating teachers across the continuum.	15 16	14d	4b

Standard 8: Support Provider Selection and Assignment		PT	SP	SA
8(a) The roles and responsibilities of support providers are clearly defined in writing and communicated to all program participants.		5a-b	7a-b 14a-d	7a,b,c,d
8(b) Selection criteria are consistent with the support provider's specified roles and responsibilities, including but not limited to the following:	(i) Knowledge of beginning teacher development;			11
	(ii) Knowledge of the state-adopted academic content and standards and performance levels for students, state-adopted curriculum frameworks, and the California Standards for the Teaching Profession;			4b 11
	(iii) Willingness to participate in professional training to acquire the knowledge and skills needed to be an effective support provider;			11
	(iv) Willingness to engage in formative assessment processes, including non-evaluative, reflective conversations about formative assessment evidence with PT			11
	(v) Willingness to share instructional ideas and materials with participating teachers;			11
	(vi) Willingness to deepen understanding of cultural, ethnic, cognitive, linguistic, and gender diversity;			11
	(vii) Effective interpersonal and communication skills;			11
	(viii) Willingness to work with PT			11
	(ix) Demonstrated commitment to personal professional growth and learning; and			11
	(x) Willingness and ability to be an excellent professional role model.			11
8(c) Support providers are familiar with the state-adopted academic content standards and performance levels for students, content specific pedagogy, state-adopted curriculum frameworks, and the specific need of the student population taught by the participating teacher(s) to whom they are assigned.				4b 11
8(d) The program leader considers input from the participating teacher in pairing the support provider with the participating teacher. Clear procedures are in place for reconsidering assignments in a timely manner when either the support provider or the participating teacher is dissatisfied with the pairing.				
8(e) The program matches support providers with participating teachers taking into consideration credentials held; subject matter knowledge; orientation to learning; relevant experience; current assignments; and geographic proximity. Assignments of participating teacher to support provider are made in a timely way that allows the pair to begin working together when teaching begins.		2 3 4 6 8a	2e 9	

Standard 9: Support Provider Professional Development		PT	SP	SA
9(a) The program incorporates professional development for support providers when they initially assume their roles, and offers multiple, additional opportunities to acquire and enhance their knowledge and skills.		8a	4a-f 9	10 11
9(b) The program provides professional development for support providers including the development of the knowledge and skills needed to:	(i) Identify and respond to diverse needs of participating teachers;	6	3b	10 11
	(ii) Engage in reflective conversations about teaching practice;		3a	10 11
	(iii) Assist participating teachers in understanding the local context for teaching;			8 11
	(iv) Formatively assess participating teachers on the California Standards for the Teaching Profession and in relation to the state-adopted academic content standards and performance levels for students and state-adopted curriculum frameworks;			8 11
	(v) Use the evidence from formative assessments fairly and equitably with participating teachers;		3d	8 11
	(vi) Use assessment evidence to develop individualized induction plans with participating teachers;		3d 3f	8 11
	(vii) Discuss with participating teachers the requirements for completion of the program and procedures for obtaining a professional credential; and			8 11
	(viii) Establish clear guidelines with site administrators and participating teachers in the appropriate use of assessment evidence for the purpose of professional growth and credential recommendation, not for the purpose of teacher evaluation or employment.		3d	6 7d-e 8 11
9(c) The program provides professional development training for support providers in the appropriate use of the instruments and processes of the formative assessment system, including issues of bias and fairness in conducting formative assessment with participating teachers.			3c	10 11
9(d) Support providers have time, supported by the program, to meet with each other to develop and refine needed support provider skills, and to problem-solve, assess and reflect on teaching.			3e 6	9b 10 11

9(e) The program assesses the quality of services provided by support providers to participating teachers using multiple sources of evidence, including information from participating teachers. The program leader(s) provides formative feedback to support providers on their work, and retain in the program only those support providers who are successful.		5a-b	
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Standard 10: Program Design	PT	SP	SA
10(a) The program rationale articulates a clear understanding of teacher induction and describes how the selected design is responsive to local contexts, including local educational priorities and goals for student learning.			4b 10
10(b) The program design is based upon a clearly defined set of learning outcomes for participants so that all of their students can meet or exceed the student content standards. Program goals and intended outcomes are reviewed and revised as necessary, based on formative program evaluation data.	18a-o	14a 17a-o	7a 7g 13a-o
10(c) The program design includes a planned process for advising participating teachers about their involvement in the induction program, for providing formative feedback about participants' progress toward completion of the program, and for arriving at a professional teaching credential recommendation for each participating teacher.	14a-c 17 18d	17d	13b-d
10(d) The program design provides opportunities for participating teachers to learn and demonstrate knowledge, understanding, and application of state-adopted academic content standards and performance levels for students and of state-adopted curriculum frameworks at their assigned grade level(s).	18b-c	17b-c	7g 13b-c
10(e) The program design includes a coherent plan to provide systematic opportunities for participating teachers to learn and apply the principles, concepts and pedagogical practices for teaching English learners that support mastery of the State-adopted academic content standards and performance levels for students; for creating a healthy environment for student learning; for supporting equity and diversity; for teaching special student populations; and	18d, e, g, i, j, o,	17 d, e, g, i, j, o	7g 10 13 d, e, g, i, j, o
10(f) The program design specifies criteria for individual teacher program participation and for the completion of professional teaching credential requirements, as well as a clearly specified process for making professional teaching credential recommendations. Participating teachers assemble evidence to demonstrate growth in relation to the California Standards for the Teaching Profession and the state-adopted academic content standards and performance levels for	11b 14 17 18e	17e	13e

students, evidence of completion of an annual Individual Induction Plan, and evidence to document their completion of the induction program. Program guidelines for making credential recommendations follow those established by the California Commission on Teacher Credentialing.			
10(g) The program design describes how continuity occurs for participating teachers between their professional teacher preparation and their subsequent professional teacher induction program, as well as between participants' induction activities and their ongoing individual professional growth plans.	15 16	14a-d	
10(h) The program maintains an individual and complete record of each participating teacher's program participation, including documenting progress towards completion of professional credential requirements. All records for each participating teacher are transportable, enabling teachers to move from one induction program to another.	16		

Standard 11: Roles and Responsibilities of K-12 Schools		PT	SP	SA
11(a) The program leader(s) clearly communicate the program's rationale, goals, and design to the school district leaders and administrators, school officials, bargaining units when present, and others responsible for employing, assigning, and supporting participating teachers.		1a-c	12 14	4a 7g
11(b) The K-12 school organization provides appropriate support services.1				
11(c) The program provides professional development for site administrators in order that administrators will become familiar with the program components, formative assessment process, and development of the Individual Induction Plan. The content of this training will include, but is not limited to:	(i) Teacher preparation across the learning-to-teach continuum;	10a	10b 14b	5a 5d
	(ii) Beginning teacher development;	10	10b 14b	5d
	(iii) Identifying working conditions that optimize participating teachers' success;	10a	10b 14b	5a
	(iv) Taking effective steps to ameliorate or overcome challenging aspects of teachers' work environments;	10a-b	10a-b	5a-d
	(v) Understanding the role of support providers in the induction process; and		14b	7b
	(vi) Respecting the confidentiality between the support provider and participating teachers			7d
11(d) The program works with site administrators to	(i) Conducting an initial orientation for participating teachers to inform them about site	1a-c	12	3 10

<p>establish a culture of support within their school for the work to be done between participating teachers and support providers.</p> <p>Commitment from the site administrator will include, but is not limited to:</p>	resources, personnel, procedures, and policies;			
	(ii)Introducing participating teachers to the staff, and including them in the school's learning community;	1b		
	(iii)Helping to focus the learning community on the State-adopted academic content standards and performance levels for students and the California Standards for the Teaching Profession;			
	(iv)Ensuring that site-level professional development activities related to induction occur on a consistent basis, including facilitating participating teachers' and support providers' participation; and			7g 8
	(v) Participating in program evaluation.			

Standard 12: Professional Development Based on an Individual Induction Plan	PT	SP	SA
12(a) The program provides an array of professional development offerings for participating teachers that support their attainment of the knowledge and skills needed to meet the individual competencies for: teaching English learners; creating a healthy environment for student learning; supporting equity, diversity, and access to the core curriculum; teaching special student populations; and using technology to support student learning, as described in Categories B and C.	12b 14c 18f-j	11b 16b 17f-j	13f-j
12(b) Support providers assist participating teachers to develop and implement an Individual Induction Plan (IIP) annually, which is informed by their prior preparation, training and experience. Results of the teaching performance assessment, when available, guide initial planning. CSTP-based formative assessment evidence guides the development, monitoring and ongoing revisions of subsequent Individual Induction Plans.	12a 12c 14c 16 18f	11a	7f
12(c) The IIP includes professional growth goals, outlines specific strategies for achieving those goals, including professional development activities and/or university courses; documents the participating teacher's progress in meeting the	12b-c 14c 18f	11b-c 16c	7f

goals; and is monitored and revised at specified intervals as additional needs are identified.			
12(d) Regular, on-going formal and informal meetings between support providers and participating teachers focus on the CSTP and the state-adopted K-12 academic content standards and performance levels for students, and are structured to provide the individualized support needed by participating teacher.	5a-b 7, 8, 9a-g, 12c, 13, 14b-c 18f	7a-b 8 9 11c 13a-b	
12(e) The support provider and the participating teacher have sufficient time allocated by the program to work together so that participating teachers consider formative assessment evidence and develop planned, systematic opportunities to improve their teaching.	5a-b, 6, 7, 8, 9a, 12c, 18f	7a-b 8 9 11c	7f
12(f) The program has clear guidelines, for the ratio of support provided to participating teachers by support providers. These guidelines are based on knowledge about learning to teach and knowledge of the level of support necessary to successfully meet the induction standards. This ratio applies to support providers who are full-time teachers, full-time released teachers, part-time teachers, or part-time released teachers.	2 8a 18f	1 2e 9	

Standard 13: Formative Assessment Systems	PT	SP	SA
13(a) The program uses a formative assessment system that offers multiple opportunities for participating teachers to learn and demonstrate knowledge, understanding, and applications of The California Standards for the Teaching Profession and the State adopted academic content standards and performance levels for students in the context of their teaching assignments.	9a-g 11a-b 18a-o	2c 17a-o	7d 13a-o
13(b) The formative assessment system provides for assessment monthly during the school year of each participating teacher's classroom-based practice in relation to the CSTP and to the state-adopted academic content standards and performance levels for students. Assessment evidence is shared with each participating teacher in a timely manner.	9a-g 11a-b 18a-o	2c 17a-o	7e 13a-o
13(c) The assessment system includes multiple measures appropriate to the standards being assessed to generate formative assessment evidence that is consistent and accurate in relation to the CSTP. Multiple measures include observation, the process of inquiry, and analyzing student work products.	9a-g 11a-b 18a-o	16a 17a-o	7e 13a-o
13(d) Within the assessment system, criteria identify multiple levels of teaching performance based on each element of the CSTP to formatively assess each participating teacher's growth and practice.	9a-g 11a-b 18a-o	16a 17a-o	7e 13a-o

13(e) The program includes a process for developing and implementing an Individualized Induction Plan (IIP) for each participant, based on formative assessment evidence, to document the support, extended preparation, and professional growth of participating teachers. The IIP process begins with a review of results from the Teaching performance assessment, when available, and then issued to document professional growth activities. The IIP is informed by formative assessment information and completed during each induction year.		9a-g 12a-b 18a-o	11a-b 16c 17a-o	7e 13a-o
13(f) The formative assessment system is characterized by:	(i) Valid assessment instruments, including focused observations of and structured inquiries into teaching practice, designed to measure one or more elements of the CSTP;	9a-g 12c 18a-o	11c 17a-o	7e 13a-o
	(ii) CSTP element-specific criteria used to make professional judgments about teaching evidence;	9b, g 12c 18a-o	11c 17a-o	7e 13a-o
	(iii) Assessment evidence that includes both teacher work and student work and informs future practice in relation to the CSTP and to the state-adopted academic content standards and performance levels for students; and	9a-g 12c 18a-o	11c 17a-o	7e 13a-o
	(iv) A reflective process based on the CSTP that includes collaboration with support providers and other educators, as well as structured self-assessment, and informs future practice.	9f 12c 18a-o	11c 17a-o	7e 13a-o
13(g) As directed by each participating teacher, formative assessment evidence may be presented as evidence for professional credential completion. Formative assessment results are used to guide professional development and not for the purpose of teacher evaluation or employment decisions.		9b, g 18a-o	17a-o	13a-o
13(h) The program implements a formal evaluation process to assess the effectiveness of the formative assessment system and to make improvements to the system and accompanying training.		11b-c 18a-o	17a-o	13a-o

Standard 14: Completion of the Professional Teacher Induction Program		PT	SP	SA
14(a) Program completion requirements include, but are not limited to,	(i) Documentation of teaching performance assessment outcomes from the professional teacher education program, when available.	12a 14a 16	11a-c 14c	7c
	(ii) An annual Individual Induction Plan (IIP), documenting planned professional	12a-c 14a	11a-c 14c	7c

the following components at a minimum:	growth activities based on formative assessment information and individual needs. (Standard 12)	18c		
	(iii) Demonstrated application of the CSTP and state-adopted frameworks and adopted curriculum materials in one content area in the context of his/her instructional practice, showing response to individual diverse student needs, beyond what was demonstrated for the preliminary credential. (Standards 13 & 15)	12a 14a 18a	11a-c 14c 17a	7c 13a
	(iv) Evidence of participation in professional development activities including:	12a 14a	11a-c 14c 17a	7c, g
	(a) Attendance at planned events (Standard 12)	14a	11a-c 14c 17a	7c, g
	(b) Consistent communication with a Support Provider (Standard 8 & 9)	14a	11a-c 14c 17a	7c
	(v) Demonstrated knowledge of the following:	14a	11a-c 14c 17a	7c
	(a) Using technology to support student learning (Standard 16)	14a	11a-c 14c 17a	7c
	(b) Equity, diversity, and access to the core curriculum (Standard 17)	14a	11a-c	7c
	(c) Creating a supportive and healthy environment for student learning (Standard 18)	14a	11a-c 14c 17a	7c
	(d) Teaching English learners (Standard 19)	14a	11a-c 14c 17a	7c
	(e) Teaching special populations (Standard 20)	14a	11a-c 14c 17a	7c

Standard 15: K-12 Core Academic Content and Subject Specific Pedagogy	PT	SP	SA
15(a) Formative assessments document each participating teacher's increased ability to teach students in a manner consistent with The California Standards for the Teaching Profession and beyond what was demonstrated for the preliminary credential.	16 18a	17a	13a

15(b) Throughout the program each participating teacher learns more about and applies in daily instructional practice state-adopted academic content standards and performance levels for students, state-adopted curriculum frameworks, and adopted texts and instructional materials at the appropriate grade level(s).	16 18a-c, n	17a-c, n	13a-c, n
15(c) Each participating teacher communicates with support providers, grade level teachers, department members, university partners, and/or curriculum support staff to investigate, learn, and apply the adopted curriculum in at least one content area of focus. The scope of professional growth activities in at least one selected content and curricular area is based on the teacher's teaching assignment, identified developmental need, and prior preparation, including the teaching performance assessment results if available.	18a-d	17a-d	13a-d
15(d) Each participating teacher demonstrates the ability to set standards for student behavior, establish classroom routines, and create a fair and respectful climate for student learning. Instructional time is used to implement the adopted instructional program in the selected curricular area(s).	18d, h, k. g	17d, h, k. g	13d, h, k. g
15(e) Each participating teacher demonstrates the ability to plan and deliver standards-based instruction to meet the individual and diverse learning needs of all students using adopted instructional materials and differentiating instruction as appropriate within the context of the teaching assignment.	18b, d, j	17b, d, j	13b, d, j
15(f) Each participating teacher demonstrates the ability to interpret student assessment data, and to use multiple measures for entry level, progress monitoring, and summative assessments of student academic performance in relation to the state-adopted academic content standards and performance levels for students.	18c, e, o	17c, e, o	13c, e, o
15(g) Each participating teacher demonstrates the ability to communicate with students' families and communities about students' progress, in order to enhance learning opportunities for all students.	18m	17m	13m
15(h) Each participating teacher takes part in professional conversations that focus on articulating core academic standards-based instruction at and across grade levels and/or subject areas.	18n	17n	13n

Standard 16: Using Technology to Support Student Learning	PT	SP	SA
16(a) Each participating teacher communicates through a variety of electronic media.	18f	17f	13f
16(b) Each participating teacher interacts and communicates with other professionals through a variety of methods, including the use of computer-based collaborative tools to support technology -enhanced curriculum.	18f	17f	13f
16(c) Each participating teacher uses technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology-enhanced lessons aligned with the adopted curriculum.	18f	17f	13f
16(d) Each participating teacher designs, adapts, and uses lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning.	18f	17f	13f
16(e) Each participating teacher uses technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. He/she creates or makes use of learning environments that promote effective use of technology aligned with the curriculum inside the classroom, in library media centers or in computer labs.	18f	17f	13f
16(f) Each participating teacher uses computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents.	18f	17f	13f
16(g) Each participating teacher demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success or effectiveness of the process used. He/she frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.	18f	17f	13f

Standard 17: Supporting Equity, Diversity and Access to the Core Curriculum	PT	SP	SA
17(a) Each participating teacher develops knowledge and understanding of the background experiences, languages, skills, and abilities of his/her students and applies appropriate pedagogical practices that provide equitable access to the core curriculum and enable all students to meet the state-adopted academic content standards and	18d, o, c	17d, o, c	13d, o, c

performance levels for students.			
17(b) Each participating teacher systematically examines personal beliefs, attitudes, and expectations related to diverse students, families, cultures, schools, and communities, knows their impact on student learning and uses only those instructional strategies that effectively maximize academic performance for all students.	18c, d, i, m, o	17c, d, i, m, o	13c, d, i, m, o
17(c) Each participating teacher assesses students' specific learning needs in order to plan and provide appropriate learning opportunities to master the State-adopted academic content standards and performance levels for students.	18b, c, d, o	17b, c, d, o	13b, c, d, o
17(d) Each participating teacher includes appropriately in classroom instruction the history and traditions of the major cultural and ethnic groups in California society.	18b, c, o	17b, c, o	13b, c, o
17(e) Each participating teacher examines his/her beliefs, attitudes, and expectations related to gender and sexual orientation, and creates gender-fair, bias-free learning environments.	18 c, d, o	17 c, d, o	13 c, d, o
17(f) Each participating teacher recognizes and seeks to eliminate bias in the classroom and creates an equitable learning community that contributes to the physical, social, emotional, and intellectual safety of all students.	18 c, d, o	17 c, d, o	13 c, d, o
17(g) Each participating teacher recognizes institutional bias in schools and larger educational systems, and works to overcome its effects on students by focusing on each student's ability to meet the State-adopted academic content standards for students at high performance levels.	18 c, d, o	17 c, d, o	13 c, d, o

Standard 18: Creating a Supportive and Healthy Environment for Student Learning	PT	SP	SA
18(a) Each participating teacher identifies environmental factors that influence student well-being, and takes appropriate actions to address student health and safety within the context of the teaching assignment.	18 b, h	17 b, h	13 b, h
18(b) Each participating teacher implements accident prevention strategies within the classroom and the school site.	18 b, h	17 b, h	13 b, h
18(c) Each participating teacher uses a strengths-based approach to foster individual students' well-being. He/she is able to communicate with students' families regarding student health and safety, and can work with families, caregivers and health professionals to create and maintain a healthful environment.	18 b, h	17 b, h	13 b, h

18(d) Each participating teacher knows and can implement the school's crisis response plan: procedures for responding to emergency health situations; procedures for contacting staff identified as qualified to provide first aid and CPR; and conflict resolution strategies and other techniques for defusing potentially violent situations.	18 b, h	17 b, h	13 b, h
18(e) Each participating teacher demonstrates understanding of health and safety factors such as vision, hearing, nutrition, communicable diseases, alcohol and substance abuse, and other risk behaviors that impact student health and learning. Participating teachers know how to recognize these factors, and how to access in accordance with school policy and procedures appropriate site, local and community health and mental health resources available to help students and families: health education, school nurses, and health clerks; vision, hearing and dental clinics; nutrition and free lunch programs; speech therapy and psychological and counseling services; social workers; and child welfare and attendance workers.	18 b, h	17 b, h	13 b, h
18(f) Each participating teacher uses appropriately the adopted health curriculum and knows how to use instructional materials in health within the context of the teaching assignment.	18 h	17 h	13 h
18(g) Each participating teacher knows and implements as appropriate state and federal reporting requirements relating to child abuse and neglect; state and local permitted health topics; state and federal requirements as well as local policy regarding family life and sex education, and procedures for notifying parents; and parents' rights regarding instruction in health. He/she is familiar with local guidelines for accessing and using outside speakers.	18 h	17 h	13 h

Standard 19: Teaching English Learners	PT	SP	SA
19(a) Each participating teacher knows the purposes, goals and content of the adopted instructional program for the effective teaching of and support for English learners. He/she knows local and school organizational structures and resources designed to meet the needs of English learners.	18b-d, g	17b-d, g	13b-d, g
19(b) Each participating teacher demonstrates the skills and abilities to use English language development methods and strategies as part of the approved	18b-d, l	17b-d, l	13b-d, l

reading/language arts program, including teaching of reading, writing, speaking and listening skills that logically progress to the grade level reading/language arts program for English speakers.			
19(c) Each participating teacher demonstrates the ability to appropriately use adopted instructional materials and strategies for English learners, based on students' assessed proficiency in English and in their first language.	18a-c, e, l	17a-c, e, l	13a-c, e, l
19(d) Each participating teacher demonstrates the ability to use a variety of systematic, well planned teaching strategies that develop academic language, make content comprehensible to English learners, provide access to the adopted grade level curriculum in core academic subject matter, and develop concepts and critical thinking skills.	18 b, l, o	17 b, l, o	13 b, l, o
19(e) Each participating teacher understands and knows how to interpret assessments of English learners for student diagnosis and placement, and for instructional planning. They know the purposes, contents and uses of California's English Language Development Standards and English Language Development Test. Each participating teacher effectively uses appropriate measures for initial, progress monitoring, and summative assessment of English learners for language development and for content knowledge in the core curriculum.	18c, e, l, o	17c, e, l, o	13c, e, l, o
19(f) Each participating teacher knows how to use assessment information to diagnose students' language abilities and to develop lessons that maximize students' academic success and achievement in the State-adopted academic content standards.	18c, e, l, o	17c, e, l, o	13c, e, l, o
19(g) Each participating teacher draws upon available resources to enhance English learners' comprehension of content by organizing the classroom and utilizing first language support services when available to support mastery of the State-adopted academic content standards for students.	18c,d, e, l, o	17c, d, e, l, o	13c,d, e, l, o
19(h) Each participating teacher plans and delivers appropriate instruction and applies understandings of how cultural, experiential, cognitive and pedagogical factors and individual student needs affect first and second language development.	18a-c, e, l, o	17a-c, e, l, o	13a-c, e, l, o
19(i) Each participating teacher develops appropriate and meaningful learning experiences that draw on students' prior knowledge and experiences.	18c, e, l, o	17c, e, l, o	13c, e, l, o

19(j) Each participating teacher provides an equitable learning environment that encourages students to express meaning in a variety of ways.	18c, e, l, o	17c, e, l, o	13c, e, l, o
19(k) Each participating teacher effectively teaches students from diverse backgrounds and communities, and can communicate effectively with parents and families.	18c, e, l, m, o	17c, e, l, m, o	13c, e, l, m, o

Standard 20: Teaching Special Populations	PT	SP	SA
20(a) Each participating teacher demonstrates knowledge of processes for identifying and referring students for special education services, and the legal and ethical obligation of general education teachers to participate in the Individualized Education Plan (IEP) process, including attending IEP meetings, collaborating and cooperating with special education teachers and the student's parents, and implementing the plan's goals and objectives as they pertain to mainstreaming in the general education classroom.	18j	17j	13j
20(b) Each participating teacher demonstrates knowledge of student growth and development, and the use of positive behavioral support strategies based on functional analysis of student behaviors and related factors.	18d, j, l	17d, j, l	13d, j, l
20(c) Each participating teacher demonstrates knowledge of strategies to ensure that students with disabilities, as well as gifted and talented students, are integrated into the social fabric of the classroom.	18 j, l	17 j, l	13 j, l
20(d) Each participating teacher demonstrates comprehensive ability and skill in the identification and use of resources such as personnel, equipment, instructional materials, teaching strategies, assistive technologies, and supplies available within the school and the local community for assessing and educating students with individual needs in the general education classroom.	18 j, l	17 j, l	13 j, l
20(e) Each participating teacher demonstrates collaboration with others such as care givers, special education teachers, and support persons for the transition of the special education student to the least restrictive environment, whether it be to the next grade, school, or post-school environment.	18 j, l	17 j, l	13 j, l
20(f) Each participating teacher demonstrates recognition and assessment of the strengths of students	18 j, l	17 j, l	13 j, l

with disabilities and of students who are gifted and talented, as well as their social and academic needs, and how to plan instructional and/or social activities to further develop these strengths.			
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Additional Information on the 2005-2006 BTSA Statewide Survey

Participant Satisfaction	PT	SP	SA
PT satisfaction: teaching in current district	19a		
PT satisfaction: teaching at current site	19b		
PT satisfaction: current teaching assignment	19c		
In five years, PT: likely to be in teaching profession	20a		
In five years, PT: likely to teach in same district	20b		
In five years, PT: likely to teach in same school	20c		

Miscellaneous:			
Connection between formative assessment & formal evaluation	13		
Why participated in BTSA	21		
Impact of PT workshops attended on classroom practice		17	
Work with other LTT programs or other duties		2d	
Years of experience as site administrator			1a-b
SP likely to serve as SP next year and rational		18a-b	
Type of Formative Assessment Used	11a	2c	
CSTP Completed by end of year	11b		
CFASST Event last completed	11c		